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ABSTRACT

This guide is designed to assist those helping professionals responsible for the development and implementation of sex fair counseling services and programs within their particular educational setting. Two designs for workshops are described with samples of all materials included. One is a full-day session which is both awareness- and action-oriented while the other, of approximately two hours in length, is for awareness only. Each workshop is detailed as a model to be adapted to the needs and interests of a specific group. The workshop format includes objectives, time allotments, materials, group structure, and techniques. It is assumed that the workshop facilitator has a high level of awareness of sex discrimination and Title IX as well as group facilitation skills. (Author/HLM)

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GUIDELINES FOR SEX FAIR COUNSELING

TRAINER'S MANUAL

Developed by

Nancy P. Taylor

for

KEDS General Assistance Center
Kent State University
Kent, Ohio

Dr. Robert Evans, Director

October, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Fall, 1976

Dear Counselors:

Through the socialization process our students are learning the dual role system that has long prevailed in American society. Man is the breadwinner, and woman is the homemaker. Schools are reinforcing the sex role stereotyping inherent in the socialization process with the negative impact that robs both our boys and girls of their creative and productive potential.

In response to the documentation that sex discrimination is a problem in our schools, the federal government issued regulations to bring into effect Title IX of the Education Amendments of 1972. Title IX provides that: "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." The section that pertains specifically to guidance and counseling accompanies the guidelines which follow this letter.

These guidelines have been prepared to assist you to move beyond the letter of the law and consider its spirit in light of the counselor's role. Each guideline is supported by a rationale and contains specific recommendations for its implementation. They are meant to help you explore your own attitudes about sex role stereotyping and consider how they affect your interaction with students.

Dealing with the problem of sex discrimination is not easy. However, it is hoped these guidelines will provide you with a vantage point to tackle the problem. Our schools can no longer perpetuate the myth that boys and girls grow up to live happily ever after in the fashion of Cinderella and her Prince Charming. Counselors can assist in dispelling this myth as they help both boys and girls realize their full potential.

Toward Humanness,

Nancy P. Taylor

Nancy P. Taylor

(Nancy Taylor is a career development coordinator for Cleveland Heights-University Heights Schools and a Kent State University doctoral student in counselor education.)

TITLE IX TEXT ON COUNSELING

86.36 Counseling and use of appraisal and counseling materials.

(a) Counseling. A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) Use of appraisal and counseling materials. A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) Disproportion in classes. Where a recipient finds that the enrollment of a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

Other areas of concern to counselors:

Admissions

Financial aid and placement

Make-up of classes and clubs

Marital and parental status

Athletics

Compliance procedures

TRAINING DESIGNS

Two designs for workshops with counselors are described and all materials included. One is a full day session which is both awareness and action oriented. The other, approximately a two-hour session, is awareness only.

Neither workshop is presented as being a package to be used as is. Each is detailed instead as a model which would be adapted to the needs and interests of a specific group.

An assumption is made that the facilitator conducting the workshop has a high level of awareness of sex discrimination and Title IX along with implications for counseling. He or she should also have group facilitation skills.

GUIDELINES FOR SEX FAIR COUNSELING
A Day's Workshop

Objectives: Counselors will
(1) become aware of their bias (values) about women and men's roles.
(2) reflect on what effects their attitudes have on their counseling styles.
(3) explore and develop ways to reduce and/or eliminate the negative effects of sex role stereotyping among their clients.

WHEN	WHAT	GROUP STRUCTURE	HOW	MATERIALS	WHO
8:30 - 9:00	Registration/coffee/ conversation		Distribute Matina Horner's statement to people as they arrive.	Activity Sheet I	
9:00 - 9:15	Statement of purpose and overview of day; introductory activity	Large	Pass out sheet with open ended statements for participants to complete. (See Activity Sheet II for details.)	Activity Sheet II	
9:15 - 9:45	Values continuum	Large	See Activity Sheet III for detailed instructions.	Activity Sheet III Newsprint, tape, magic markers	
9:45 - 10:15	Dual role system	Large	See Activity Sheet IV for detailed instructions, including debriefing.	Activity Sheet IV	
10:15 - 10:30	BREAK				
10:30 - 11:30	Brainstorming activity on advantages/disadvantages of being male or female	Small	See Activity Sheet V for detailed instructions.	Activity Sheet V Newsprint, tape, magic markers	

GUIDELINES FOR SEX FAIR COUNSELING -
A Day's Workshop

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(1) become aware of their bias (values) about women and men's roles.
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WHEN	WHAT	GROUP STRUCTURE	HOW	MATERIALS	WHO
11:30 - 12:00	Discussion of findings of each small group and brainstorming implications for the counselor role.	Large	See Activity Sheet V	Newsprint, magic markers, tape Activity Sheet V	
12:00 - 1:00	LUNCH				
1:00 - 1:30	Show appropriate film or filmstrip to motivate counselor's consideration of strategies for career guidance.	Large	See Activity Sheet VI for materials and procedures	Activity Sheet VI Selected media	
1:30 - 2:00	Lecturette on counselor responsibilities under Title IX.	Large	Lecturette by facilitator using anecdotes and individual cases.	Transparency on Title IX counseling and guidance regulations	
2:00 - 3:00	Activities to use with clients	Large	Open discussion with group (See Activity Sheet VII).	Activity Sheet VII "Guidelines for Sex Fair Counseling"	

GUIDELINES FOR SEX FAIR COUNSELING -
A Day's Workshop

Objectives: Counselors will
(1) become aware of their bias (values) about women and men's roles.
(2) reflect on what effects their attitudes have on their counseling styles.
(3) explore and develop ways to reduce and/or eliminate the negative effects of sex role stereotyping among their clients.

WHEN	WHAT	GROUP STRUCTURE	HOW	MATERIALS	WHO
2:30 - 3:00	Developing action plans	Individuals in large group	Selection of one of the seven guidelines (or some other one of their own) and completing action plan sheet.	Activity Sheet VIII	
3:00 - 3:15	Wrap-up	Large	Have individuals refer to their opening comments. Give them chance to refine if they want to do so. Complete evaluation.	Evaluation of day's session. Activity Sheet II	

ACTIVITY SHEET I

Psychological and sociological observation suggests that even today, in the midst of a new and developing social consciousness, young men and women continue to evaluate themselves and behave in ways consistent with dominant stereotypes, including the tradition that values competition, independence, intellectual competence, and leadership as necessary attributes of both mental health and masculinity among males but at the same time considers the same attributes "unfeminine"--or even evidence of mental instability--when exercised by a women or young girl.

Through history and personal experience we have learned that those who defy the convention or role-appropriate behavior--whether in their intellectual, professional, or personal lives--pay a high price in personal anxiety and social discrimination. Often, therefore, when faced with a conflict between expressing certain inner abilities and interests that happen to be inconsistent with existing stereotyped role expectations, most of us tend, consciously or unconsciously, to decide in favor of the cultural norms we have internalized. What we might call the motive to avoid competitive success is one example that applies to women in our society; and the motive to avoid affective or emotional competence among men is another example.

Social scientists have repeatedly stressed the significance of our early and cumulative experiences in first shaping and later reinforcing our beliefs and expectations about ourselves and those around us. Neither civil rights legislation nor affirmative action programs can or will by themselves improve the situations that they confront. At this stage in our society's struggle against discrimination, the word "education" holds the key. Education to counteract stereotyping, education to promote individual aspiration and choice, and education to expand the horizons of all young people whatever their background, will provide to help to make our civil rights laws work sooner and better.

Matina S. Horner *
President, Radcliffe College

* "Guidelines for Creating Positive Sexual and Racial Images in Educational Materials." New York: Macmillan Publishing Company, 1975.

ACTIVITY SHEET II

Notes to Facilitator: This activity is designed to get the participants' attention immediately and to help them put aside all other concerns as they focus in on the topic. Ask them to complete the statements on the half sheet of paper before the session gets underway. Explain that this is to help them focus in on the day's topic. Let them know that their remarks are personal and need not be shared. Point out that these sheets will be referred to at the end of the session.

Distribute a half sheet of paper with these open ended statements:

With regard to sex discrimination

I find it difficult to .....

The quality of my life has changed.....

ACTIVITY SHEET IV

Dual Role System

First Description: Both my wife and I earned college degrees in our respective disciplines. I turned down a superior job offer in Oregon and accepted a slightly less desirable position in New York where my wife would have more opportunities for part-time work in her specialities. Although I would have preferred to live in a suburb, we purchased a home near my wife's job so that she could have an office at home where she would be when the children returned from school. Because my wife earns a good salary, she can easily afford to pay a housekeeper to do her major household chores. My wife and I share all other tasks around the house equally. For example, she cooks the meals, but I do the laundry for her and help her with many of her other household tasks.

Second Description: Both my husband and I earned college degrees in our respective disciplines. I turned down a superior job offer in Oregon and accepted a slightly less desirable position in New York where my husband would have more opportunities for part-time work in his speciality. Although I would have preferred to live in a suburb, we purchased a home near my husband's job so that he could have an office at home where he would be when the children returned from school. Because my husband earns a good salary, he can easily afford to pay a housekeeper to do his major household chores. My husband and I share all other tasks around the house equally. For example, he cooks the meals, but I do the laundry for him and help him with many of his other household tasks.

Notes to Facilitator: This activity is designed to present the participants with an opportunity to break down and analyze the subtleties in the dual role system which has traditionally prevailed. Such a system has featured the man as the breadwinner and the woman as the homemaker.

Today, it would not be especially difficult to find a couple such as the one featured in the first description. Both husband and wife have employment, and both share in the household tasks. Read it aloud. Then pose the position that it is not a truly egalitarian situation. Ask them to find the hidden assumptions that still maintain a dual role situation.

If time would permit, you might have the participants re-write the situation so that the relationship would be an egalitarian one. When time does not permit, read the second description aloud. The hidden assumptions in the first will become more apparent. Highlight any not previously elicited.

These are:

--- The husband's career determines the first set of alternatives to be considered.

--- The wife usually is the one who is expected to take part-time employment.

--- It is the wife who must be home when the children return from school.

--- It is her housekeeper, not his or their housekeeper.

--- It is her laundry, her chores, not his or theirs.

This activity helps elucidate some of the beliefs that permeate our society about men's and women's roles. If time permits, generate a discussion about what counselors can do to help their clients explore what roles they might want to design for themselves with regard to marriage and a career in their future.

Source: Bem, D.J. and Bem, S.L. Training the Woman to Know her Place: The Social Antecedents of Women in the World of Work. Harrisburg, Pa.: Pennsylvania Department of Education, 1973.

ACTIVITY SHEET V

Advantages/Disadvantages of Being Male and Female

Notes to facilitator: This activity is designed to provide the participants with an opportunity to become aware of some features of the dual role system and their own particular biases. You will need some newsprint and magic markers for each group. Divide the participants into groups of four. Be certain to have members of both sexes in each group.

Give each group two sheets of newsprint and a magic marker. Ask for a volunteer in each group to be a recorder. Have the recorder label one sheet male and the other female. Divide the sheet into two columns, one labeled advantages, and the other disadvantages.

Ask the participants in each group to brainstorm the advantages and disadvantages of being female and male. Remind them when necessary that any suggestion should be written down when a group is brainstorming. Consensus is not necessary. The object is to allow each person to state freely his or her beliefs; therefore, arguments should be avoided. Otherwise, people become defensive and perhaps refrain from adding their suggestions to the list.

When this activity has been completed, post the groups' sheets on the walls around the room. Encourage milling around to check out their own viewpoints from among others.

Debriefing: Reconvene from the small groups. Ask that each recorder highlight for the whole group what his/her small group identified as the advantages of being female, the disadvantages of being female, the advantages of being male, and the disadvantages of being male. Have the participants consider what obstacles interfere with members of one sex appreciating the advantages of the other sex. Ask them what steps could be taken to overcome these obstacles. With regard to the list of disadvantages, ask what could be done to overcome them.

Continue discussion about these lists by asking the participants to brainstorm the implications of this activity for their role. Write these down on newsprint and post them.

ACTIVITY SHEET VI

Suggested Films/Filmstrips

Select one of the following for viewing. The purpose in so doing to stimulate the counselors' thinking about how they might modify their counseling style and to provide them with an example of a resource they might use in turn with students.

Available from:

Guidance Associates. Pleasantville, New York. "Women Today." This is a two part filmstrip that portrays in an open-ended fashion issues that face girls and women today. For example, one episode features a conversation between a boy and girl who are selecting their college choices. Questions arise about the choice basis. Should they both select a college on the basis of their vocational plans? Should one defer to the other's choice so they can be together? The decision is left open for the viewer's discussion.

New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417. "Anything You Want to Be." This production by Liane Brandon humorously portrays some instances in the life of a high school girl who is beset by the media with a prescription for a "woman's place;" also available from Cleveland Public Library.

Schloat Productions,150 White Plains Road, Tarrytown, New York 10591 "A Woman's Place." This is a four part color filmstrip. Part I, called "Images," is a stimulus to considering the question: "Where is a woman's place?" With only a musical sound track a series of shots of women in all kinds of roles is presented. Other parts deal with "Biology and Destiny," "Myths," and "The Women's Movement."

Discuss the viewers reactions to the film or filmstrip shown and once again ask how, as a result, they might change their counseling behaviors. During the discussion allude to the guidelines which will later be distributed. Mention that one suggests ways that the counselor might explore his/her own values with respect to women's and men's roles.

ACTIVITY SHEET VII

Activities For Use With Clients

Notes to facilitator: The purpose here is to highlight some activities and specific recommendations of the guidelines prepared for the counselors. Where possible, involve the participants in an actual activity.

Distribute the guidelines and ask the participants to turn to the one: Counselors Must Assume Leadership In Providing Career Exploration Experiences For Students. If possible use a resource person from a system that has a funded Career Development Program. Have that person give anecdotes about students' career exploration visits in order to demonstrate their value and the theory behind thorough exploration. The resource person could outline the mechanics of exploration process for the counselor to replicate with students individually or in groups.

Ask counselors to turn to the guideline that states that: Counselors Must Assist Students To Clarify Their Values About The Roles Of Men And Women. Using this guideline and the action plan sheet as a model, work with participants to develop a specific plan for carrying out the guideline. They can then use this as a model for the next activity.

Allow time for further perusal of the guidelines.

ACTIVITY SHEET VIII

Name _____

Address _____

_____

_____

1. What are you going to do?

2. How?

3. Who?

4. When?

5. Where?

GUIDELINES FOR SEX FAIR COUNSELING
A Two Hour Workshop

Objectives: Counselors will
(1) become aware of their bias (values) about women and men's roles.
(2) reflect on what effects their attitudes have on their counseling styles.

WHEN	WHAT	GROUP STRUCTURE	HOW	MATERIALS	WHO
15 min.	Tone setter and introductory activity	Large	Distribute Matina Horner's statement to people as they arrive.	Activity Sheet I	
			Distribute sheet with open-ended statements for completion by the participants. Explain that this is for their own opportunity to gain awareness and will not be shared.	Activity Sheet II	
1 hour	Advantages/disadvantages of being male and female	Small	See Activity Sheet V for detailed instructions for this workshop, focus on taking a look at our roles as men and women and then determine implications for counselors.	Activity Sheet V Newsprint Magic markers Tape	
30 min.	Review of Title IX guidelines on guidance and counseling	Large	Lecturette	Transparency of the regulations on counseling and guidance	
15 min.	"Guidelines for Sex Fair Counseling"	Large	Distribute guidelines and highlight at least one. Stress how guidelines can aid in implementing Title IX and eliminating sex discrimination. Mention	"Guidelines for Sex Fair Counseling"	

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GUIDELINES FOR SEX FAIR COUNSELING
A Two Hour Workshop

Objectives: Counselors will
(1) become aware of their bias (values) about women and men's roles.
(2) reflect on what effects their attitudes have on their counseling styles.

WHEN	WHAT	GROUP STRUCTURE	HOW	MATERIALS	WHO
			follow-up activities which might be appropriate.		

Guideline I: Counselors Must Explore Their Own Attitudes About "A Man's Place" and "A Woman's Place."

Studies do show that sex discrimination among counselors does exist. Often counselors have been found to react differently to the career aspirations of their clients on the basis of whether they were male or female. For instance, girls have been interrogated and not taken seriously in their career exploration endeavors. There is a tendency to sanction girls' career planning made on the choice basis of "what women do" while boys are encouraged to plan on the preference bases of their values, activities, and interests.

Three factors prove to be barriers in counselors' dealing with the topic of sex discrimination. First of all, there is a genuine lack of awareness of when discriminatory behavior has been practiced. Despite increased awareness of the current trends in the world of work, conditioned attitudes about the traditional roles of men and women are hard to change. Secondly, there is typically a lack of empathy for the opposite sex. Third, the counselor training model is set up in such a way that the socialization process in which the man is the authority figure is reinforced.

To overcome these obstacles, counselors must first gain some knowledge about their own potential for sexist attitudes and the impact that such sex discrimination has on their counseling effectiveness. Only then will counselors be in a position to make use of the information that is readily available about the special needs and problems of girls and mature women. As they come to grips with their own biases about men's and women's societal roles, counselors may find they have sexual stereotypes that influence their notions about "a man's place" and "a woman's place."

Here is a simple exercise to help uncover sexual stereotypes which often obscure the fact that there are many types of women and many types of men. Human beings range along a continuum from logical to illogical, submissive to dominant, tender to tough. One's place on the continuum has very little to do with one's sex.

Let your mind free associate and write down adjectives for man, woman, and adult. Take a look at your lists and note the differences. Do you have any sexist (i.e., ascribing a particular behavior to an individual merely on the basis of sex) adjectives on your lists? Do any adjectives reflect stereotypes? Now compare your lists describing male and female with that of healthy adult. Consider what effects how you view man and women might have on your counseling behavior. Consider, for example, what behaviors you reward in men, in women.

For further exploration and study see:

Hamachek, Joanne. On Women. Union, Michigan: Affirmative House, 1973.

This is a 12 part, three hour program on cassette tapes which explores the many facets of sex discrimination, explains reasons for its existence and perpetuation, considers cultural hangups with sex roles, outlines how and why to set up a women's group, and presents group exercises for reducing sex discrimination. Of special interest to the practicing counselor are the sections on a sex discrimination workshop for counselors and methods of counseling women students.

Frazier, Nancy and Sadker, Myra. Sexism in School and Society. New York: Harper and Row, 1973.

The authors go beyond presenting in a well documented fashion the long list of schools' failures to provide equal opportunity for education and outline some positive methods for dealing with problems that face women.

Stacey, Judity, Bereaud, Susan and Daniels, Joan (Eds.)., And Jill Came Tumbling After: Sexism in American Education. New York: Dell, 1974.

A remarkable and definitive anthology of 42 articles, this book examines how sexism operates at all levels of education. Of special interest to the counselor is the article by Iris M. Tiedt, entitled "Realistic Counseling for High School Girls."

--- 53.9% of all women over the age of 18 are in the labor force.
--- 9 out of 10 girls who graduate from high school this year can expect to work outside the home for at least 25 years.
--- 13 million women with children are in the labor force.
--- 1 out of every 8 families is headed by a women.
--- 1 out of every 5 black families is headed by a woman.
--- the divorce rate is up 109% since 1962.
--- 70% of child support payments are in arrears.

What we can do is actively engage our boys and girls in planning for a career that will be satisfying to them based on the individual's freedom of choice without regard to occupational stereotypes. Counselors can outline the opportunities and services for career exploration offered at school and encourage parents to be supportive of their children's exploration experiences.

For more information about a program to involve parents contact:

Allan Bellin, Project Director
Career Development Program
Cleveland Heights - University Heights City Schools
2530 Canterbury Road
Cleveland Heights, Ohio 44118

Inquire about the unpublished pamphlet, entitled "Helping Your Child Develop a Career" which serves as a basis for a "Career Education Workshop for Parents."

Guideline II: Counselors Can Help Parents Understand and Implement the Important Role They Have in Their Children's Career Development.

Research indicates that parents have a significant influence on their children's career planning. Perhaps parents feel their influence is waning, and they require active encouragement to participate in a team approach along with the school counselors and teachers to promote their children's thorough career exploration. Counselors might invite parents and children to a single session or series of sessions on the process of career exploration depending on interest and range of topics.

In such a session communicate to parents and students that career choice is a process rather than an event that occurs at a fixed point in time. Stress that one can exercise some control over one's plans rather than leave the state of one's affairs up to fate. For the student who claims that job choice is a matter of luck (and many do!), suggest that luck never wins out in achieving good grades but rather careful preparation does just as it can in career planning.

Emphasize planning in contrast to the four ways that are the routes many people take to the jobs they hold. Some people drift along until they wind up in some job. Others imitate the path of a friend or relative without having made a conscious choice for themselves that this is an appropriate route for themselves. Some expect to meditate on what they should become when they reach a certain age (we all know students whose parents, putting them through college, wanted to know what their children were going to choose for a major, at some point the children sat down, did some thinking and come up with instant career plans they then began to pursue without prior exploration). Still others are conditioned from birth to prepare for and enter a particular field. (We all know cases of "my son, the lawyer" or "my daughter, the teacher.")

Identify the three main bases on which a good career choice is made. It must be consistent with a person's values, abilities, and interests. Of course other factors are also involved such as employment outlook. An important concept to get across is that the process of career planning is the same for girls as boys. The process begins for girls with their exploring their values, appraising their skills, and looking for outlets for their interests rather than first identifying all the occupations that are compatible with marriage and the family. At this point, it would be appropriate to communicate the important concepts that there is no necessary conflict between marriage and career and that females must plan as carefully as males for their futures. Make available to parents information about current trends on women in the labor force.

We can no longer allow our schools to prepare our girls for Cinderellahood or "for something to do" while waiting for a prince. Facts from the Department of Labor's Women's Bureau evidence quite unromantic realities:

Guideline III: Counselors Must Seek New and More Effective Ways to Disseminate Current Career Information.

Availability of a wealth of career information is important if students are to engage in effective career planning. Good decisions are based on relevant information. Such up-to-date information can serve to confirm or dispute plans that have already been made. Valid information can be used to resolve the differences between what students assume is good for them and what others suggest is good for them.

Assembling current information on job outlook, screening occupational literature for sex bias, and disseminating it to students is not an easy task. However, here are some suggestions for tackling the situation. Obtain a copy of the National Vocational Guidance Association's Bibliography of Current Occupational Literature. Enlist the help of some parent and student volunteers and conduct a writing campaign to all the sources it lists for inexpensive and/or free information (for example, professional and trade associations). Have the same volunteers screen the materials as they come in for sex and racial bias.

Another source of inexpensive information is the Employment Information Service, 145 South Front Street, P.O. Box 1618, Columbus, Ohio 43216. Write to Albert Giles, the administrator, to obtain the job briefs from this service. They are constantly updated and use non-sexist language. In addition, call your local branch of the Ohio Bureau of Employment Services to be put on the mailing list for "Ohio Labor Market Information." A sheet is available for each county with up-to-date information about shortage and surplus occupations.

You will want to become familiar with the publications of the federal government such as the Occupational Outlook Handbook, the Occupational Outlook Quarterly, the Employment Service Review, and the Monthly Labor Review. Of special interest are the various publications of the Bureau of Labor and Statistics on women workers. For prices and order information write to the Superintendent of Documents at the U.S. Government Printing Office.

Publicize the availability of this information so that students will know where to find it. You might motivate their using it by broadcasting hints about career planning and little known but interesting job facts over the school's public address system and acquaint the students with how and where they can follow up on this information. A regularly scheduled series of 30 second broadcasts on a daily basis adds up to 90 minutes of guidance over the school year. Such a program is bound to wake up some interest in career exploration among the students.

For further information write to: Wider Opportunities for Women, 1649 K Street NW, Washington, D.C. 20006

Ask for information about their Careers for Peers Project. Peers is an acronym which stands for "Program Enabling Students to Examine Themselves, Research Occupations and Seek Ways to Help Other Students." The manual for the program contains specific "how-to's" for setting up a career resource center and training students as information specialists to serve other students. Aside from providing an information service, the center can become a focal point for other career development activities. In this way, more boys and girls will become involved in career exploration and serve to broaden their options.

Guideline IV: Counselors Must Carefully Select Their Use of Interest Inventories and Take Caution to Interpret the Results Fairly.

The assumption on which current interest techniques are based requires that counselors carefully study the inventories used and evaluate the interpretation manual. The assumption made is that vocational behavior is strongly related to sex and that interest measurement techniques must take into account that relationship. Sex bias can occur at any of the three major steps in developing an interest inventory. A pool of items is selected. Scales are developed, and then the scales are normed.

Much controversy surrounds the issue of whether or not sex bias exists in inventories. John Holland goes so far as to say that the differences in vocational aspiration among men and women differ because men and women have different life histories, not because interest inventories have sex-biased characteristics. He maintains that changing women's lives will result in a change in their scores. He does, however, agree that inventories should be evaluated for their "sex fairness." This means asking the question: "Do they have effects or outcomes for both sexes that are about equal in number and magnitude even though such effects may differ in kind?"

In the midst of this controversy, then what is the counselor to do? The general recommendation most frequently given is to administer interest inventories only within the context of a broad career exploration program. Their purpose then would be to broaden the exploration process of students as they consider occupations that might be suggested by the results. Avoid the test and tell syndrome that has surrounded the administration of interest inventories for years. We can no longer tell students: "These are the activities you like. Now go out and research which jobs combine these interests." Such an approach omits the fundamental consideration of what values are important to the individual. Interests change; values tend to remain constant.

Read the National Institute of Education's guidelines given in the appendix carefully. Then go over the administration and interpretation manuals of the instruments used in your school just as carefully.

For further information see:

Diamond, Esther E. (Ed). Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Washington, D.C.: Department of Health Education and Welfare, 1975.

This source is a compendium of all the issues related to evaluating sex-bias and sex-fairness in interest measurement techniques presented in readable terms.

Stebbins, Linda et al. Sex Fairness in Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Publications.

A major portion of this guide details recommendations for the use of interest inventories.

Guideline V: Counselors Must Assume Leadership in Providing "Career Exploration Experiences" for Students.

Support for such experiences can be found in the longitudinal study of college women's career planning conducted by Almquist and Angrist in 1970. This study featured career-oriented girls who chose male-dominated occupations. The hypothesis that broadening and enriching experiences have a definite effect on career planning was well supported when the data on the mothers' work histories, the students' own work experiences, and the influence of occupational role models were assessed.

Examples of this type of experience include better planned and more sophisticated trips to local industrial sites, businesses, and other occupational settings for high school girls where women can be seen in a wide variety of jobs, particularly those identified as "pioneer." Too often field trips only emphasize traditional male options with information about the job tasks, education requirements necessary, and skills needed given along the way. Whenever possible, arrange in advance for a few workers to be interviewed during the visit so that students can ask why a person became interested in his or her job and how he or she prepared for and entered the field. Such an experience affords students the opportunity to learn that career and educational planning decisions are interrelated with other decisions in planning out one's lifestyle.

Another approach would be to invite speakers to come to school to address large groups (like classes) or small groups (a few students who have been released from class in the same manner that students are excused to visit with college admissions officers who are recruiting at the school). Over the course of the year, the speakers' program might be organized so that it includes a well distributed variety of workers from all the 15 clusters, the broad categories used by the U.S. Office of Education for classifying jobs. Specific attention can be given to inviting speakers from non-traditional roles, i.e., a male physical therapist or female doctor.

Still another suggestion is to arrange an individual visit for a student so that he or she can spend some time with a person "on-the-job" that is the student's tentative career choice. Communication to the local Chamber of Commerce, Rotary, Kiwanis, and other business organizations as well as local chapters of professional and trade associations will result in the development of contacts in a wide range of employment fields where persons are willing to share their jobs with students for a day or part of a day. This is an excellent opportunity for students to 'reality test' their interest in an occupation once they have conducted some preliminary investigation about the field.

For the student who has not yet become involved in exploration, encourage such activity through group discussion which first allows students to fantasize and explore the best possible jobs for themselves. Ask them what they would choose if they could choose any career? Check with them what they would be if they were the opposite sex. This discussion could spark the preliminary investigation that precedes a "career exploration visit."

For the individual who needs more structure in beginning his or her exploration, suggest the use of John Holland's Self-Directed Search. This guide to educational and vocational planning along with the Jobs Finder is available from Consulting Psychologists Press in Palo Alto, California. The guide helps students assess their skills and interests as each develops a code based on six personality types: realistic, investigative, artistic, social, enterprising, and conventional. Holland theorizes that there are six basic corresponding job environments. Once the student derives a code from the activities in the guide, for example SE (social, enterprising), he or she can check what jobs are classified as social and enterprising in the Jobs Finder. This list becomes his or her starting point for exploration.

For more detailed information on career exploration activities:

Contact Jack Ford, Assistant Director of Vocational Education, State Department of Education, Columbus, Ohio. Mr. Ford supervises the administration of 32 funded Career Development Programs. From him you might obtain a list of the programs' directors and addresses. Contact the program nearest you for recommendations on setting up the mechanics of sending students out for career exploration visits.

Read: Hansen, Lorraine S. Career Guidance Practices in School and Community. Washington, D.C.: The NVGA, 1970.

Besides familiarizing the reader with what career development means, this book describes how specific programs and practices in schools have been implemented and details how school and community resources have been coordinated to provide programs for students, teachers, and counselors.

Guideline VI: Counselors Must Encourage Students of Both Sexes to Broaden Their Career Options by Considering Non-traditional Options.

Research indicates that education has had little or no effect on expanding women's awareness or interests beyond the stereotypic career roles. In the sixties, Heist found that women in general scored the same as or better than men on measures of abstract thinking, yet women charateristically looked ahead to marriage with education or employment as only a temporary involvement. Heist, therefore, felt that while stereotypes of the female role militate against strong academic, vocational, and professional involvement, home and school serve to reinforce these stereotypes. Ten years later, research conducted by Karmon yielded a similar rebuke.

It is high time we move beyond the separate concepts of men's work and women's work. While we have gotten beyond the stages of "jobs for blacks" the sexes has not yet been fully achieved. Counselors through their interaction with students can take measures so that women will not enter the job market untrained and unprepared, and men need not suffer feelings of inadequacy over the failure to provide a desired life-style for their families totally on their own.

When students are exploring career possibilities, counselors can suggest occupations that broaden the options of both sexes throughout the full range of career areas. Avoid insufficient broadening within sex stereotyped fields, as for example, suggesting medical technologist and dental hygienist to a girl whose tentative job preference was nurse. If she has the ability, why not suggest she consider being a doctor? Similarly, it is inadequate to broaden options only by moving from one traditionally sex related field to another, as for example, by suggesting primarily social or office types of occupations for women.

Through the use of sex-fair career information students may find themselves motivated to broaden their options. For example, a publication for students that is relatively new to the field of career guidance is the monthly magazine, called Career World available from Curriculum Innovations, Inc., Highwood, Illinois 60040. Each month a particular field is explored in depth, such as all the occupations related to air transportation. This publication is especially helpful in utilizing pictures of females and males in non-traditional roles. More companies involved in film and filmstrip productions for career guidance are also featuring men and women in non-traditional roles. Guidance Associations, Inc. of Pleasantville, New York, for example has an excellent filmstrip (two parts, color), called "Jobs and Gender." It includes episodes about the life-style and career development of a female carpenter, a male nurse, and a male kindergarten teacher.

For greater insight on this topic with specific recommendations see:

Counseling Girls and Women Over the Life Span, 1972.

Facilitating Career Development for Girls and Women, 1975.

Both are monographs of the National Vocational Guidance Association. Copies may be ordered from: Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire, N.W., Washington, D.C. 20009.

The earlier publication, still of great importance, has an excellent section on the stages of career development in girls and women as well as a significant section that conveys the special needs of girls and women relative to career counseling.

The later publication is a series of articles based on presentations made at a 10 day workshop held at Appalachian State University in North Carolina in 1973 for the purpose of gaining some new insights in the changing world of girls and women. The articles all relate to the theme changing roles in a changing world. Several incorporate specific recommendations for the counselor to follow.

Project: "In Search of Role Models"

Directions: Find one adult of the same sex as you who you feel is a successful example of adult womanhood or manhood. Choose a person whom you like personally and who has qualities you might like to copy. The project has three separate steps.

I. In the space below, list the traits and/or achievements of this person that made you choose him or her.

II. Ask the person for an interview in advance. The process should take about fifteen minutes. Record the answers to the following questions:

A. What do you feel is your greatest strength?

B. Whom do you admire? Why?

C. Whom do you love most in the world? Why?

D. What is your occupation? Do you like it or not, and why?

E. Name two things which you do not like about your work.

G. Name two advantages of being the other sex.

H. If you have a child of the same sex as you, what do or will you want him or her to be like?

III. Bring your list and data to the next session for discussion.

Guideline VII: Counselors Must Assist Students to Clarify Their Values About the Roles of Men and Women.

Through the socialization process boys and girls learn from an early age to differentiate behaviors appropriate to the sex roles. Consequently, they form specific notions about "a man's place" and " a women's place." Boocock has found that from early childhood little boys give evidence that they know they will take an active place in the labor force. When asked what they will be when they grow up, they reply: "a pilot, a policeman, a farmer...." They do not give the answer, "daddy." By contrast, little girls often reply, "a mommy" (Boocock, 1971). Cultural expectations convince girls they should marry and have a family. Conditioning teaches them not to be assertive and competitive. To defy such expectations would require a strong ability for emotional risk-taking.

Students rarely see role models of women who are intelligent, attractive and respected in their careers. Rather they are more likely to observe well dressed men in positions of leadership and responsibility. More typically they see women as housewives who are dependent on their husbands' money and position. They may come in contact with women teachers, nurses, and librarians. They may know secretaries, clerks and other office workers, beauticians, waitresses, and household workers who hold the lower paying jobs that require minimal or no training.

In their group guidance activities or through individual counseling, counselors can help students explore their own values about the dual role system which has long prevailed in our society. Man has been the "breadwinner," and a woman's place has been "in the home." Students must clarify their own values about these deeply held beliefs. There are a variety of ways counselors might assist them to do so. For example, in small groups ask students to brainstorm the advantages and disadvantages of being male and those of being female. Provide the groups with newsprint on which to draw up their lists. When the task has been completed, post all the lists and have them read aloud. Ask them what conclusions they might draw about the roles of men and women. Why do they agree or disagree with these generalizations? Ask them how they can overcome the disadvantages they have identified for their sex. Ask the girls which advantages on the males' list they would like to achieve and how they might do so. Ask the boys which advantages on the females' list they would like to achieve and how they might do so.

Additional activities in greater detail follow along with suggested resources for further study and recommendations.

Notes to Facilitator: The purpose of this project is to stimulate thought and discussion about the role model process. It is best done with a group.

When the students return with their data, discuss the issues that surface about how role models function for people both positively and negatively. Ask questions such as: "How many chose one of your parents to interview?" "What other kinds of people did you ask? "What kinds of feelings do you have about the people you chose?" "What were people's reactions to being chosen?" You might also want to isolate a few general themes of desirable male and female behaviors. Save most of the specific sharing for when they break into dyads, however.

When the general sharing and discussing the role model process has been completed, break the group into same-sex dyads to share their lists of qualities and interview data for five minutes. You may want to repeat this and ask students to make comparisons and contrasts among role models. The next step is to break the group again into opposite-sex dyads, with boys and girls now sharing the data.

For the final step reconvene as a group and discuss what the students have observed about how role models affect the eventual roles which people choose to play. Explore also whether or not they feel they should widen their range of role models.

This activity is used by Barbara Reinhold, Counselor and Supervisor of the Career Resource Center of Brookline High School, 170 Ivy Street, Brookline, Massachusetts 02146.

A Values Polling Activity

Directions: For each question, mark your answer on the given line at the point that indicates where you stand. In the space provided, give the reasons for your answer.

1. Do you consider a career to be necessary for a woman to be truly satisfied?

No ——————————————— Yes

2. Do you consider a career to be necessary for a man to be truly satisfied?

No ——————————————— Yes

3. Do you consider being a wife and mother to be necessary for a woman to be truly satisfied?

No ——————————————— Yes

4. Do you consider being a husband and father to be necessary for a man to be truly satisfied?

No ——————————————— Yes

5. Do you consider that men who value their homelife over their career are not masculine?

No ——————————————— Yes

6. Do you consider that women who do not want children are not normal?

No ——————————————— Yes

Notes to Facilitator: The purpose of this activity is to stimulate thought and discussion about the dual role system in our society. Opportunity is given for the student to clarify his or her own values on the topic. Experience has shown that this activity is best done in a group.

In facilitating discussion there are some basic principles which the counselor must keep in mind. These are adapted from an early work by Raths, Harmin, and Simon (1966).

--- Accept positively whatever the students' beliefs are
--- Under no circumstances give advice; only assist in information seeking so the individual may consider the broadest possible range of alternatives.
--- Look at the beliefs from the students' frames of reference rather than your own.

During the discussion some attitudes attacking the concept of housewife may become evident. It may be necessary to indicate that if individuals are to make decisions freely, then a woman must have the opportunity to choose from among carefully considered alternatives the role of a full time homemaker. Perhaps the other side of the coin presents a more difficult concept to process. A prevalent trend in our society has made achievement a major criterion of a man's success. Usually, the idea of achievement has been related to a man's performance in his chosen occupation. This only serves to reinforce the dual role system of a man, the breadwinner and woman, the homemaker.

Yet the discussion must allow for man's freedom and individuality in making career decisions which may include being a homemaker on a full time or part time basis. Neither child rearing nor homemaking require being seen as the exclusive domain of women. For some who acknowledge the value of having a career (whether they are male or female), being married and having a family may also be an important value. However, it is important to emphasize acceptance of those who choose a career without marriage and/or a family.

This activity was adapted from some material in Sex Fairness in Career Guidance by Linda Stebbins et al. published by Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138.

For further personal study and activities for students' use see:

Stebbins, Linda; Ames, Nancy and Rhodes, Ilana. Sex Fairness in Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Publications.

A most comprehensive guide for counselors that will provide them with an orientation to the concept of sex-fairness, recommendations for a comprehensive career guidance program, guidelines for the use of interest inventories and a detailed resource guide. Appendices include information about laws that prohibit discrimination in education and employment and the National Institute of Education's guidelines for assessing sex bias in interest inventories.

Anything You Want to Be. 1971. Black and white film, 16mm., 8 minutes. Available on loan from the Cleveland Public Library or the Cuyahoga County Library. Also available for a $15.00 rental fee or $100 purchase fee from New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417.

This production by Liane Brandon humorously portrays some instances in the life of a high school girl who is beset by the media with a prescription for a "woman's place."

A Woman's Place. 1974. Four part color filmstrip. Schloat Productions, 150 White Plains Road, Tarreytown, New York 10591, $95.00.

Part I, called "Images," is a stimulus to considering the question: "Where Is a Woman's Place?" With only a musical sound track a series of shots of women in all kinds of roles is presented. Other parts deal with "Biology and Destiny," "Myths," and "The Women's Movement."

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Raths, L. E., Harmin, M. and Simon, S. B. Values and Teaching. Columbus, Ohio: Charles E. Merrill, 1966.

APPENDIX

Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories*

(First Edition, July 1974)

The following guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE career education staff and a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, D.C., in March 1974. Through successive revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines the following working definition of sex bias was used:

> Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit-or might cause others to limit-his or her consideration of a career solely on the basis of gender.[1]

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work.[2] The guidelines represent a more specific definition than previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical, and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers to be published by the U.S. Government Printing Office as a book, Issues of Sex Bias and Sex Fairness in Career Interest Measurement (this publication), available from the Career Education Program, National Institute of Education, Washington, D.C. 20208, early in 1975.

The term career interest inventory, as used in these guidelines, refers to various formal procedures for assessing educational and vocational interests. The term includes but is not limited to nationally published inventories. The interest assessment procedures may have been developed for a variety of purposes and for use in a variety of settings. The settings include educational and employment-related settings, among others, and the uses include career counseling, career exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here).

The guidelines do not represent legal requirements. They are intended as standards (a) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) Standards for Educational and Psychological Tests (1974) requires them to produce and (b) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not a

*Stebbens, Linda B. et. al. Sex Fairness in Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Publications, 1975.

substitute for statutes or Federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972, or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness, which supplement these other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decisionmaking. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. The Inventory Itself

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms--i.e., whether male, female, or combined sex norms--for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress).

E. Use of the generic <u>he</u> or <u>she</u> should be eliminated throughout the inventory.

II. Technical Information

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales (e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale).

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity--if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male normed and female normed for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every 5 years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicate whether differences were found between groups.

III. Interpretive Information

A. The users manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.

B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, including early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

D. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientation should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at <u>all</u>

career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that (a) people in general are of the male gender and (b) certain social roles are automatically sex linked.

H. The users manual (a) should state clearly that all jobs are appropriate for qualified persons of either sex and (b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The users manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons reentering paid employment or education and persons changing careers or entering postretirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of nonstereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both users manuals and respondents materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information --skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like--in making any career decision. However, the possible biases of these variables should also be taken into consideration.

Notes

1. For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman and Company (1972).

2. An alternative interpretation of sex bias has been suggested by Dale Prediger and Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex restrictiveness is evidence of sex bias. In summary, it can be stated as follows:

> An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely, an interest inventory is not sex-restrictive if each career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is a necessary concomitant of validity.

Still another interpretation has been suggested by John L. Holland:

> An inventory is unbiased when its experimental effects on female and male respondents are similar and of about the same magnitude--that is, when a person acquires more vocational options, becomes more certain, or learns more about himself (herself) and the world of work . . . The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

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